

TOWNVILLE ELEMENTARY

P.O. Box 10, 105 Townville
Townville, SC 29689

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 281 Students | |
| Principal | Denise B.Fredericks | 864-403-2600 |
| Superintendent | Dr. Lee D'Andrea | 864-403-2000 |
| Board Chair | Dr. Ken Lindsey | 864-403-2000 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Excellent |
| 2008 | Good | Good |
| 2007 | Good | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

99%

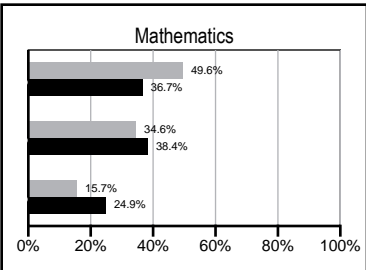
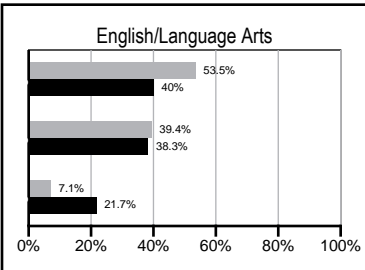
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 16 | 35 | 69 | 3 | 0 |

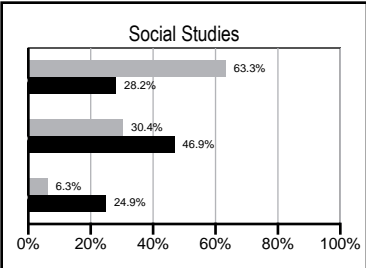
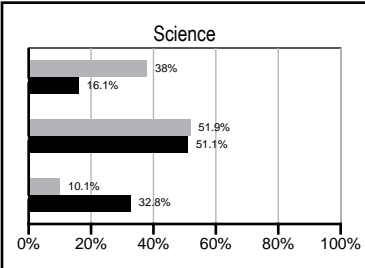
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

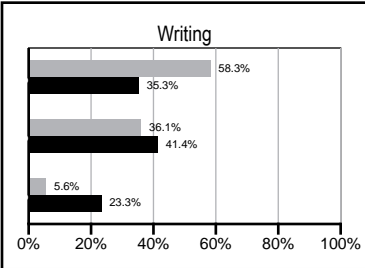
| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=281) | | | | |
| First graders who attended full-day kindergarten | 76.2% | Down from 93.5% | 100.0% | 100.0% |
| Retention rate | 2.6% | Up from 1.9% | 1.1% | 1.1% |
| Attendance rate | 96.5% | Down from 99.9% | 96.0% | 96.2% |
| Served by gifted and talented program | 13.4% | Up from 12.8% | 13.9% | 13.4% |
| With disabilities other than speech | 4.0% | Down from 8.1% | 5.2% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=20) | | | | |
| Teachers with advanced degrees | 80.0% | Up from 76.2% | 60.9% | 62.5% |
| Continuing contract teachers | 90.0% | Up from 81.0% | 90.6% | 88.2% |
| Teachers returning from previous year | 86.1% | Down from 89.2% | 88.3% | 87.8% |
| Teacher attendance rate | 94.7% | Down from 95.4% | 95.0% | 95.2% |
| Average teacher salary* | \$49,686 | Up 1.5% | \$46,767 | \$46,773 |
| Professional development days/teacher | 5.0 days | Down from 9.8 days | 10.4 days | 10.5 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Up from 15.1 to 1 | 20.0 to 1 | 19.9 to 1 |
| Prime instructional time | 91.1% | Down from 95.2% | 90.2% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$9,105 | Down 4.5% | \$7,179 | \$7,447 |
| Percent of expenditures for instruction** | 63.9% | Up from 62.4% | 68.1% | 68.4% |
| Percent of expenditures for teacher salaries** | 61.0% | Up from 57.3% | 66.1% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Townville Elementary School is a Title One School with staff members and programs in place to ensure that each child reaches his or her potential. We are committed to developing students who continuously progress academically, emotionally, socially, and physically. Each student participates in library, music, art, physical education, guidance, and computer classes. The Townville community has a strong dedication to ensuring that our students have the tools they need to achieve.

Townville's staff recognizes the importance of having meaningful data in order to make informed decisions about the direction of the instructional program to benefit our students. Based on student data, the South Carolina Department of Education awarded our school a Gold Flag for "Closing the Gap" which recognizes commendable success of students who have historically underachieved. A Gold Flag was also earned for overall student achievement. Our school was nominated as a National Distinguished Title I School in the area of student achievement for the second consecutive year in a row. Townville Elementary School is one of only five schools in South Carolina to be nominated for the 2011 National Blue Ribbon Schools Program.

Caring and dedicated volunteers are essential to enriching learning for students and assisting teachers in the classrooms. In addition to devoted PTO officers and parent volunteers, Michelin Tire Corporation (US2) is a partner with Townville in the Michelin Challenge Education program to provide our school with a faithful core of 30+ employees who visit our school each week as mentors and tutors. The PTO officers work faithfully to provide needed items for our students and teachers throughout the year. In addition, they supply student incentive celebrations for achievement, classroom supplies, and are available to assist in every way requested.

During the 2010-2011 school year, the following is a sample of what students participated in: SMART (Start Making A Reader Today) rooms in kindergarten through second grade; Reading By RIT reading block in third through sixth grade; 4K-sixth grade classrooms technology-rich with LCD projectors and smart technology; two computer labs; Readers are Leaders; Archery Club; TES Singers; before and after school activities (academic, art, music, and fitness); and band for sixth graders.

Home and school communications are enhanced through regular parent conferences, School Fusion, Parent Portal, car-side chats, PTO meetings, Thursday folders, teacher phone calls, marquee messages, and an automated School Messenger. Our school sponsors additional activities beyond the school day involving students and parents: a talent show; science, math, and literacy nights; Spring Fling; health fair; summer library hours; and cyber safety workshops. Our children benefit from the commitment which our staff and community share to ensure that they all have an opportunity to learn at higher levels. It is our duty and honor to serve them in order that they can be productive, successful, and responsible citizens now and in the future.

Denise Fredericks, Principal
Tracy Stone, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 22 | 30 | 8 |
| Percent satisfied with learning environment | 100.0% | 80.0% | I/S |
| Percent satisfied with social and physical environment | 100.0% | 89.3% | I/S |
| Percent satisfied with school-home relations | 100.0% | 93.3% | I/S |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.5% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 142 | 100 | 7.1 | 39.4 | 53.5 | 95.3 | 90 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 70 | 100 | 11.3 | 41.9 | 46.8 | 93.5 | 89.4 | 78.7 | N/A | N/A |
| Female | 72 | 100 | 3.1 | 36.9 | 60 | 96.9 | 90.8 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 131 | 100 | 6.8 | 40.2 | 53 | 95.7 | 92.4 | 88.9 | Yes | Yes |
| African American | 6 | I/S | I/S | I/S | I/S | I/S | 84.1 | 72.9 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 90 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 63.6 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 18 | 100 | N/AV | N/AV | N/AV | 78.6 | 63.7 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 56.3 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 91 | 100 | 8.9 | 39.2 | 51.9 | 93.7 | 86 | 75.4 | Yes | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 142 | 100 | 15.7 | 34.6 | 49.6 | 91.3 | 90.4 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 70 | 100 | 17.7 | 35.5 | 46.8 | 88.7 | 89.1 | 79.9 | N/A | N/A |
| Female | 72 | 100 | 13.8 | 33.8 | 52.3 | 93.8 | 91.8 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 131 | 100 | 14.5 | 36.8 | 48.7 | 92.3 | 92.4 | 88.9 | Yes | Yes |
| African American | 6 | I/S | I/S | I/S | I/S | I/S | 84.5 | 71.4 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 95 | 94.6 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 77.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 18 | 100 | 42.9 | 50 | 7.1 | 57.1 | 63.7 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 68.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 91 | 100 | 17.7 | 38 | 44.3 | 91.1 | 87.2 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 88 | 100 | 10.1 | 51.9 | 38 | 89.9 | 81 | 68.6 |
| Gender | | | | | | | | |
| Male | 46 | 100 | 12.2 | 51.2 | 36.6 | 87.8 | 81.9 | 68.3 |
| Female | 42 | 100 | 7.9 | 52.6 | 39.5 | 92.1 | 80.1 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 83 | 100 | 9.3 | 53.3 | 37.3 | 90.7 | 86.5 | 80.7 |
| African American | 3 | I/S | I/S | I/S | I/S | I/S | 65.6 | 51.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 91.7 | 85.3 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 50 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | 49.5 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 52 | 100 | 15.6 | 55.6 | 28.9 | 84.4 | 72.3 | 57.3 |

| | | | | | | | | |
|----------------------------|-----|------|-----|------|------|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 85 | 100 | 6.3 | 30.4 | 63.3 | 93.7 | 85.3 | 72.5 |
| Gender | | | | | | | | |
| Male | 37 | 100 | 8.8 | 29.4 | 61.8 | 91.2 | 87.2 | 72 |
| Female | 48 | 100 | 4.4 | 31.1 | 64.4 | 95.6 | 83.2 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 77 | 100 | 4.2 | 32.4 | 63.4 | 95.8 | 89.4 | 81 |
| African American | 4 | I/S | I/S | I/S | I/S | I/S | 73.4 | 60 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 85.7 | 89 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 47.1 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 12 | 100 | I/S | I/S | I/S | I/S | 63.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 46.2 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 58 | 100 | 7.5 | 34 | 58.5 | 92.5 | 80.4 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 41 | 100 | 5.6 | 36.1 | 58.3 | 94.4 | 84.9 | 73.2 | 96.5 | 96.5 |
| Gender | | | | | | | | | | |
| Male | 21 | 100 | 11.1 | 33.3 | 55.6 | 88.9 | 80.3 | 67.2 | 96.6 | 96.5 |
| Female | 20 | 100 | N/AV | N/AV | N/AV | 100 | 89.5 | 79.4 | 96.5 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 40 | 100 | 5.7 | 34.3 | 60 | 94.3 | 87.3 | 81.5 | 96.5 | 96.3 |
| African American | 1 | I/S | I/S | I/S | I/S | I/S | 78.6 | 61.3 | 96.2 | 96.9 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | 98 | 98.1 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.7 | 97.2 | 97.2 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 89.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 44.3 | 26 | 96.3 | 95.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 65.7 | N/A | 97.4 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 24 | 100 | 5 | 50 | 45 | 95 | 82.7 | 63.2 | 96.5 | 96 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 39 | 100 | 13.5 | 16.2 | 70.3 | 86.5 |
| | 4 | 45 | 100 | 9.8 | 29.3 | 61 | 90.2 |
| | 5 | 27 | 100 | 3.7 | 44.4 | 51.9 | 96.3 |
| | 6 | 33 | 100 | 6.3 | 37.5 | 56.3 | 93.8 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 37 | 100 | 6.1 | 30.3 | 63.6 | 93.9 |
| | 4 | 31 | 100 | 6.5 | 48.4 | 45.2 | 93.5 |
| | 5 | 41 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 33 | 100 | 17.9 | 25 | 57.1 | 82.1 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 39 | 100 | 16.2 | 45.9 | 37.8 | 83.8 |
| | 4 | 45 | 100 | 4.9 | 36.6 | 58.5 | 95.1 |
| | 5 | 27 | 100 | 11.1 | 33.3 | 55.6 | 88.9 |
| | 6 | 33 | 100 | 21.9 | 34.4 | 43.8 | 78.1 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 37 | 100 | 33.3 | 15.2 | 51.5 | 66.7 |
| | 4 | 31 | 100 | 3.2 | 48.4 | 48.4 | 96.8 |
| | 5 | 41 | 100 | 2.9 | 40 | 57.1 | 97.1 |
| | 6 | 33 | 100 | 25 | 35.7 | 39.3 | 75 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 19 | 100 | 22.2 | 55.6 | 22.2 | 77.8 |
| | 4 | 45 | 100 | 4.9 | 58.5 | 36.6 | 95.1 |
| | 5 | 14 | 100 | 14.3 | 50 | 35.7 | 85.7 |
| | 6 | 16 | 100 | 20 | 60 | 20 | 80 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 20 | 100 | 11.8 | 47.1 | 41.2 | 88.2 |
| | 4 | 31 | 100 | 6.5 | 54.8 | 38.7 | 93.5 |
| | 5 | 21 | 100 | 5.6 | 38.9 | 55.6 | 94.4 |
| | 6 | 16 | 100 | 23.1 | 69.2 | 7.7 | 76.9 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 20 | 100 | 15.8 | 52.6 | 31.6 | 84.2 |
| | 4 | 45 | 100 | 7.3 | 24.4 | 68.3 | 92.7 |
| | 5 | 13 | 100 | N/A | N/A | N/A | 100 |
| | 6 | 17 | 100 | 5.9 | 23.5 | 70.6 | 94.1 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 17 | 100 | 12.5 | 18.8 | 68.8 | 87.5 |
| | 4 | 31 | 100 | 6.5 | 32.3 | 61.3 | 93.5 |
| | 5 | 20 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 17 | 100 | 6.7 | 26.7 | 66.7 | 93.3 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 39 | 100 | 21.6 | 24.3 | 54.1 | 78.4 |
| | 4 | 45 | 100 | 12.2 | 24.4 | 63.4 | 87.8 |
| | 5 | 27 | 100 | 3.7 | 33.3 | 63 | 96.3 |
| | 6 | 33 | 100 | 6.3 | 34.4 | 59.4 | 93.8 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 41 | 100 | 5.6 | 36.1 | 58.3 | 94.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample